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ABSTRACT

This guide to Utah's requirements for students in secondary visual arts is organized and based upon a student achievement portfolio for each course. Foundation I, the required junior high/middle school visual arts course, is designed to provide an overview of visual arts while studying various art tools and materials. With an emphasis on studio production, the course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. After the introductory section, the guide contains 12 other sections: (1) "3-D Design"; (2) "Printmaking"; (3) "Drawing"; (4) "Painting"; (5) "Jewelry"; (6) "Photography"; (7) "Foundations II"; (8) "Art History and Criticism"; (9) "Ceramics"; (10) "Sculpture"; (11) "Film Making"; and (12) "Commercial Art and Electronic Media." (BT)

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Office of Education

Fine Arts: Secondary Visual Arts Curriculum

2001

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Fine Arts: Secondary Visual Arts Curriculum

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Visual Arts Achievement Portfolio

Foundations I

(VA 1100)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Foundations I

This is the required Junior High/Middle School Visual Arts Core course. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Foundations I Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create works of art by experiencing a variety of art media and by learning the art elements and principles.

☐ **Objective A: Explore a variety of art media, techniques, and processes.**

- Experiment with a variety of media, including current arts-related technologies.
- Experience the expressive possibilities of art media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create works of art that show the use of the art elements and principles.**

- Create expressive works of art using art elements, including line, shape, form, value, and color.
- Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating works of art.

☐ **Objective A: Critique works of art.**

- Describe artworks according to use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.

☐ **Objective B: Evaluate works of art.**

- Learn how to use aesthetic approaches to compare and discuss works of art.
- Evaluate works of art based on how they were created, effective use of the art elements and principles, fulfillment of functions, and expressive qualities.

Standard 3 **EXPRESSING**
Students will create meaning in art.

☐ **Objective A: Create content in works of art.**

- Identify subject matter, themes, and content in works of art.
- Create works of art that show subject matter, themes, or individually conceived content.
- Express subject matter, themes, or content through applications of art media and by applying the art elements and principles.

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☐ **Objective B: Curate works of art ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in works of art through settings and other modes of learning.

☐ **Objective A: Align works of art according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views
- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of culture on works of art.
- Evaluate own relationship with artworks from various periods in history.

☐ **Objective B: Synthesize art with other educational subjects.**

- Integrate the visual arts with dance, music, and theater.
- Explore how visual arts can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of art on life outside of school.**

- Examine careers related to visual arts.
- Predict how the visual arts can add quality to life and lifelong learning.

FOUNDATIONS I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐
This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

3-D Design

(VA 1110)

Practice Develops Confidence

_____ Student

_____ Art Teacher

_____ Parent

_____ School and District

Description of 3-D Design

This course is for the High School Visual Arts Core Curriculum. 3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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3-D Design Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create 3-D design by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of 3-D design media, including current arts-related technologies.
- Select and analyze the expressive potential of 3-D design media, techniques, and processes.
- Practice safe and responsible use of 3-D design media, equipment, and studio space.

☐ **Objective B: Create 3-D design using art elements and principles.**

- Create expressive 3-D design using art elements, including line, shape, texture, form, contrast, and unity.
- Create expressive 3-D design using art principles to organize the art elements, including emphasis, repetition, and unity.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating 3-D design.

☐ **Objective A: Critique 3-D design.**

- Analyze 3-D designs regarding use of art elements and principles.
- Examine the functions of 3-D designs.
- Interpret 3-D designs.

☐ **Objective B: Evaluate 3-D design.**

- Analyze and compare 3-D designs using a variety of aesthetic approaches.
- Evaluate 3-D designs based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in 3-D.

☐ **Objective A: Create content in 3-D design.**

- Identify subject matter, metaphor, themes, symbols, and content in 3-D designs.

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- Create 3-D designs that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of 3-D design media or art elements and principles that express content.

☐ **Objective B: Curate 3-D designs ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit 3-D designs selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in 3-D design through settings and other modes of learning.

☐ **Objective A: Align works of 3-D design according to history, geography, and personal experience.**

- Use visual characteristics to group 3-D designs into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on 3-D design.
- Evaluate own relationship with 3-D designs from various periods in history.

☐ **Objective B: Synthesize 3-D design with other educational subjects.**

- Integrate the 3-D design with dance, music, and theater.
- Explore how 3-D design can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of 3-D design on life outside of school.**

- Examine careers related to 3-D design.
- Predict how 3-D design can add quality to life and lifelong learning.

3-D DESIGN LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Printmaking

(VA 1130)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Printmaking

This is an entry-level course for the High School Visual Arts Core Curriculum. Printmaking teaches how to make fine art prints using studio processes such as relief, intaglio, planography, and stencil. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210) **Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250) **3-D Design** (VA 1110)
Foundations I (VA 1100) **Foundations II** (VA 1200) **Drawing** (VA 1140)
Printmaking (VA 1130) **Sculpture** (VA 1230) **Photography** (VA 1170)
Painting (VA 1150) **Ceramics** (VA 1220) **Jewelry** (VA 1160)

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Printmaking Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create prints by manipulating printmaking media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of printmaking media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create prints using art elements and principles.**

- Create expressive prints using art elements, including line, value, texture, space, shape, form, and depth.
- Create expressive prints using principles, including repetition, emphasis, balance, and unity, to organize the art elements.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating prints.

☐ **Objective A: Critique printmaking.**

- Analyze prints regarding the use of art elements and principles.
- Examine the functions of printmaking.
- Interpret prints.

☐ **Objective B: Evaluate printmaking and prints.**

- Analyze and compare prints using a variety of aesthetic approaches.
- Evaluate printmaking based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in prints.

☐ **Objective A: Create content in printmaking.**

- Identify subject matter, metaphor, themes, symbols, and content in printmaking.
- Create prints that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

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- Create divergent, novel, or individually inspired applications of printmaking or art elements and principles that express content.

☐ **Objective B: Curate prints ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit printmaking selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in printmaking through settings and other modes of learning.

☐ **Objective A: Align prints according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on printmaking.
- Evaluate own relationship with prints from various periods in history.

☐ **Objective B: Synthesize printmaking with other educational subjects.**

- Integrate printmaking with dance, music, and theater.
- Explore how printmaking can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of printmaking on life outside of school.**

- Examine careers related to printmaking.
- Predict how printmaking can add to the quality of life and lifelong learning.

PRINTMAKING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Drawing

(VA 1140)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Drawing

This course is for the High School Visual Arts Core Curriculum. Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses included in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Drawing Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create drawings by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of drawing media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create drawings using art elements and principles.**

- Create expressive drawings using art elements, including line, shape, form, value, contour, and perspective.
- Create expressive works of art using principles to organize the art elements, including mood, emphasis, and unity.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating drawings.

☐ **Objective A: Critique drawings.**

- Analyze drawings regarding use of art elements and principles.
- Examine the functions of drawing.
- Interpret drawings.

☐ **Objective B: Evaluate drawings.**

- Analyze and compare drawings using a variety of aesthetic approaches.
- Evaluate drawings based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in drawings.

☐ **Objective A: Create content in drawings.**

- Identify subject matter, metaphor, themes, symbols, and content in drawings.
- Create drawings that effectively communicate subject matter,

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metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.

☐ **Objective B: Curate drawings ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit drawings selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in drawings through settings and other modes of learning.

☐ **Objective A: Align drawings according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on drawings.
- Evaluate own relationship with drawings from various periods in history.

☐ **Objective B: Synthesize drawing with other educational subjects.**

- Integrate drawing with dance, music, and theater.
- Explore how drawing can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of drawing on life outside of school.**

- Examine careers related to drawing.
- Predict how drawing can add quality to life and lifelong learning.

DRAWING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Painting

(VA 1150)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Painting
This course is for the High School Visual Arts Core Curriculum. Painting includes wet media with processes such as transparent and opaque painting and focuses on the operations of color. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Painting Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create paintings by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of painting media, including current arts-related technologies.
- Select and analyze the expressive potential of painting media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create paintings using art elements and principles.**

- Create expressive paintings using art elements, including value and form.
- Create expressive paintings using art principles to organize the art elements, including aerial perspective, color relationships, emphasis, and mood.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating paintings.

☐ **Objective A: Critique paintings.**

- Analyze paintings according to use of art elements and principles.
- Examine the functions of painting.
- Interpret paintings.

☐ **Objective B: Evaluate paintings.**

- Analyze and compare paintings using a variety of aesthetic approaches.
- Evaluate paintings based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in paintings.

☐ **Objective A: Create content in paintings.**

- Identify subject matter, metaphor, themes, symbols, and content in paintings.
- Create paintings that effectively communicate subject matter,

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metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of painting media or art elements and principles that express content.

☐ **Objective B: Curate paintings ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit paintings selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING** Students will find meaning in painting through settings and other modes of learning.

☐ **Objective A: Align paintings according to history, geography, and personal experience.**

- Use visual characteristics to group paintings into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on paintings.
- Evaluate own relationship with paintings from various periods in history.

☐ **Objective B: Synthesize painting with other educational subjects.**

- Integrate painting with dance, music, and theater.
- Explore how painting can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of painting on life outside of school.**

- Examine careers related to painting.
- Predict how painting can add quality to life and lifelong learning.

PAINTING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

☐

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Jewelry

(VA 1160)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Jewelry
This course is for the High School Visual Arts Core Curriculum. Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Jewelry Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create jewelry by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of media including current arts-related technologies.
- Select and analyze the expressive potential of jewelry media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create jewelry using art elements and principles.**

- Create expressive jewelry using art elements, including line, shape, form, and texture.
- Create expressive works of art using principles, including emphasis, contrast, balance, and unity, to organize the art elements.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating jewelry.

☐ **Objective A: Critique jewelry.**

- Analyze works of jewelry according to use of art elements and principles.
- Examine the functions of jewelry.
- Interpret works of jewelry.

☐ **Objective B: Evaluate jewelry.**

- Analyze and compare jewelry using a variety of aesthetic approaches.
- Evaluate jewelry based on its forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in jewelry.

☐ **Objective A: Create content in jewelry.**

- Identify subject matter, metaphor, themes, symbols, and content in jewelry.
- Create jewelry that effectively communicates subject matter,

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metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of jewelry media or art elements and principles that express content.

☐ **Objective B: Curate jewelry ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit jewelry selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in jewelry through settings and other modes of learning.

☐ **Objective A: Align works of jewelry according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural context; e.g., cubist view of the Egyptians, tenebrism of the Broque.
- Analyze the impact of time, place, and culture on jewelry.
- Evaluate own relationship with jewelry from various periods in history.

☐ **Objective B: Synthesize jewelry with other educational subjects.**

- Integrate jewelry with dance, music, and theater.
- Explore how jewelry can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of jewelry on life outside of school.**

- Examine careers related to jewelry.
- Predict how jewelry can add quality to life and lifelong learning.

JEWELRY LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Photography

(VA 1170)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Photography
This course is for the High School Visual Arts Core Curriculum. Photography includes the inventive use of light and photographic equipment to create art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Photography Student Achievement Portfolio

Media and equipment explored: _____

Standard 1 **MAKING**
Students will assemble and create photography by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of photo media including current arts-related technologies.
- Select and analyze the expressive potential of photo media, techniques, and processes.
- Practice safe and responsible use of photo media, equipment, and studio space.

☐ **Objective B: Create photography using art elements and principles.**

- Create expressive photographs using art elements, including value, texture, contrast, and depth.
- Create expressive photographs using principles, including mood, emphasis, composition, and unity, to organize the art elements.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating photography.

☐ **Objective A: Critique photography.**

- Analyze photos regarding use of art elements and principles.
- Examine the functions of photography.
- Interpret photography.

☐ **Objective B: Evaluate photography.**

- Analyze and compare photography using a variety of aesthetic approaches.
- Evaluate photography based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in photography.

☐ **Objective A: Create content in photography.**

- Identify subject matter, metaphor, themes, symbols, and content in photography.

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- Create photography that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of photo media or art elements and principles that express content.

☐ **Objective B: Curate works of art ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in works of art through settings and other modes of learning.

☐ **Objective A: Align works of photography according to history, geography, and personal experience.**

- Use visual characteristics to group photography into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on photography.
- Evaluate own relationship with photography from various periods in history.

☐ **Objective B: Involve the creation of photography with other educational subjects.**

- Integrate photography with dance, music, and theater.
- Explore how photography can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of photography on life outside of school.**

- Examine careers related to photography.
- Predict how photography can add quality to life and lifelong learning.

PHOTOGRAPHY LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Foundations II

(VA 1200)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Foundations II
This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to Visual Arts through studying a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I (VA 1100).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Foundations II Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create works of art, manipulate art media, and organize images with the elements and principles of art.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of art media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create works of art using art elements and principles.**

- Create expressive works of art using art elements, including form, texture, value, and depth.
- Create expressive works of art using principles to organize the art elements, including unity and emphasis.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating works of art.

☐ **Objective A: Critique works of art.**

- Analyze artworks regarding use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.

☐ **Objective B: Evaluate works of art.**

- Analyze and compare works of art using a variety of aesthetic approaches.
- Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in art.

☐ **Objective A: Create content in works of art.**

- Identify subject matter, metaphor, themes, symbols, and content in works of art.
- Create works of art that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

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- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.

☐ **Objective B: Curate works of art ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in works of art through settings and other modes of learning.

☐ **Objective A: Align works of art according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on works of art.
- Evaluate own relationship with artworks from various periods in history.

☐ **Objective B: Synthesize art with other educational subjects.**

- Integrate the visual arts with dance, music, and theater.
- Explore how visual arts can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of art on life outside of school.**

- Examine careers related to visual arts.
- Predict how the visual arts can add quality to life and lifelong learning.

FOUNDATIONS II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Art History and Criticism

(VA 1210)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Art History
This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I (VA 1100).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Art History and Criticism Student Achievement Portfolio

Periods explored: _____

Standard 1 **MAKING**
Students will examine how works of art were created by manipulating media and by organizing images with art elements and principles.

☐ **Objective A: Understand techniques and processes in a variety of media.**

- Identify a variety of media including current arts-related technologies.
- Analyze the expressive potential of art media, techniques, and processes.
- Understand the physical demands of art media, equipment, and studio space.

☐ **Objective B: Explore how works of art are organized using art elements and principles.**

- Analyze the art elements in architecture, sculpture, painting, and drawing.
- Analyze how the art elements interact to form the art principles in architecture, sculpture, painting, and drawing.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating works of art.

☐ **Objective A: Critique works of art.**

- Analyze artworks regarding effective use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.

☐ **Objective B: Evaluate works of art.**

- Analyze and compare works of art using a variety of aesthetic approaches.
- Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will discover meaning in art.

☐ **Objective A: Perceive content in works of art.**

- Identify subject matter, metaphor, themes, symbols, and content in works of art.
- Assess which works of art effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

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- Interpret subject matter, metaphor, themes, symbols, or content through divergent, novel, or individually inspired applications of art media and art elements and principles.

☐ **Objective B: Curate works of art ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING** Students will find meaning in works of art through settings and other modes of learning.

☐ **Objective A: Align works of art according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on works of art.
- Evaluate own relationship with artworks from various periods in history.

☐ **Objective B: Synthesize art with other educational subjects.**

- Integrate art history with dance, music, and theatre.
- Explore how art history can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of art on life outside of school.**

- Examine careers related to art history.
- Predict how art history can add quality to life and lifelong learning.

ART HISTORY AND CRITICISM LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Ceramics

(VA 1220)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Ceramics
This course is for the High School Visual Arts Core Curriculum. Ceramics develops basic skills in the creation of 3D forms and pottery from clays. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210) **Film Making** (VA 1240)
Commercial Art and Electronic Media (VA1250) **3-D Design** (VA 1110)
Foundations I (VA 1100) **Foundations II** (VA1200) **Drawing** (VA 1140)
Printmaking (VA 1130) **Sculpture** (VA 1230) **Photography** (VA 1170)
Painting (VA 1150) **Ceramics** (VA 1220) **Jewelry** (VA 1160)

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Ceramics Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create ceramics by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Explore, understand, refine techniques and processes in a variety of media.**

- Experience and control a variety of ceramic media, including current arts-related technologies.
- Select and analyze the expressive potential of ceramic media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create ceramics using art elements and principles.**

- Create expressive ceramics using art elements, including form, shape, negative space, and texture.
- Create expressive works of art using principles to organize the art elements, including contrast, repetition, balance, and unity.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating ceramics.

☐ **Objective A: Critique ceramics works.**

- Analyze ceramic works regarding use of art elements and principles.
- Examine the functions of ceramics.
- Interpret ceramic works.

☐ **Objective B: Evaluate ceramics.**

- Analyze and compare ceramic works using a variety of aesthetic approaches.
- Evaluate ceramics based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in ceramics.

☐ **Objective A: Create content in ceramics.**

- Identify subject matter, metaphor, themes, symbols, and content in ceramics.
- Create ceramics that effectively communicate subject matter,

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metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of ceramic media or art elements and principles that express content.

☐ **Objective B: Curate ceramics ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit ceramics selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in ceramics through settings and other modes of learning.

☐ **Objective A: Align ceramics according to history, geography, and personal experience.**

- Use visual characteristics to group ceramic works into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on ceramics.
- Evaluate own relationship with artworks from various periods in history.

☐ **Objective B: Synthesize ceramics with other educational subjects.**

- Integrate the ceramics with dance, music, and theater.
- Explore how ceramics can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of ceramics on life outside of school.**

- Examine careers related to ceramics.
- Predict how ceramics can add quality to life and lifelong learning.

CERAMICS LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Sculpture

(VA 1230)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Sculpture
This course is for the High School Visual Arts Core Curriculum. Sculpture is an overview of basic skills used to create three-dimensional works of art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards
There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210) **Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250) **3-D Design** (VA 1110)
Foundations I (VA 1100) **Foundations II** (VA 1200) **Drawing** (VA 1140)
Printmaking (VA 1130) **Sculpture** (VA 1230) **Photography** (VA 1170)
Painting (VA 1150) **Ceramics** (VA 1220) **Jewelry** (VA 1160)

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Sculpture Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create sculpture by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of sculpture media, including current arts-related technologies.
- Select and analyze the expressive potential of sculpture media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.

☐ **Objective B: Create sculpture using art elements and principles.**

- Create expressive sculpture using art elements, including line, texture, form, negative space, and value.
- Create expressive sculptures using principles to organize the art elements, including unity, proportion, emphasis, and balance.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating sculpture.

☐ **Objective A: Critique sculpture.**

- Analyze sculptures according to use of art elements and principles.
- Examine the functions of sculpture.
- Interpret sculptures.

☐ **Objective B: Evaluate sculpture.**

- Analyze and compare sculptures using a variety of aesthetic approaches.
- Evaluate sculpture based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in sculpture.

☐ **Objective A: Create content in sculpture.**

- Identify subject matter, metaphor, themes, symbols, and content in sculpture.
- Create sculpture that effectively communicates subject matter,

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metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of sculpture or art elements and principles that express content.

☐ **Objective B: Curate sculpture ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or clear content.
- Exhibit sculpture selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in sculpture through settings and other modes of learning.

☐ **Objective A: Align sculptures according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on sculpture.
- Evaluate own relationship with sculptures from various periods in history.

☐ **Objective B: Synthesize sculpture with other educational subjects.**

- Integrate sculpture with dance, music, and theater.
- Explore how sculpture can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of sculpture on life outside of school.**

- Examine careers related to sculpture.
- Predict how sculpture can add quality to life and lifelong learning.

SCULPTURE LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio
Film Making

(VA 1240)

Practice Develops Confidence

_____ Student
_____ Art Teacher
_____ Parent
_____ School and District

Description of Film Making

This course is for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to the four most basic phases of film making: Development, Pre-Production, Production, and Post-Production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. *The prerequisite for this course is any other high school fine arts course.*

Explanation of Standards

The discipline of Film Making is a high tech form of story telling. It requires diverse talents from many people and a broad range of equipment and locale. This Core is designed to direct the student through the film making process from the concept of the story line to exhibition of the final project. The Core assists the student to both participate in and oversee the actual creation of a film. The Core is divided into four standards; each standard is broken down into several objectives. Each objective is further broken down into a range of actions (bulleted) that achieve the objective. The student scores his or her achievement within each objective by marking a number ranging from 0 to 10 in a box to the left of each objective. At the end of the Core is a legend wherein the student or teacher tallies the average score from the objective boxes and the number of objectives the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projector, image capturing devices such as digital camera and camcorder, playback device, and editing hard- and software, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA 1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA 1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Film Making Student Achievement Portfolio

Standard 1 **DEVELOPMENT**
Students will assemble and create story lines for the premise of a movie.

☐ **Objective A: *CONCEPTUALIZATION***
Create a story line and a vision.

- Develop a story line; e.g., retell or interpret an event or parody previously made film or event.
- Evaluate integration of genres.
- Address ethical, moral, and legal considerations.

☐ **Objective B: *RESEARCH***
Add detail to the story line.

- Uncover and develop logical or compelling detail to the story line.
- Study the context of the story line's time period.
- Design a complete image of characters.
- Explore sources for historical information.

☐ **Objective C: *SCREEN WRITING***
Write a script that unfolds the story line over time and from the point of view of a camera.

- Create dialogue between characters.
- Break down the story into scenes.
- Describe settings.
- Use screenplay format.

Standard 2 **PRE-PRODUCTION**
Students will organize and script out all the needs of the story line.

☐ **Objective A: *BUDGETING***
Configure needs, resources, expenses, and scheduling for the script.

- Assemble crews and divide tasks.
- Assess materials and help that are at hand and free of charge.
- Account and track expenses.
- Schedule all phases of the project to avoid wasting resources.

☐ **Objective B: *CASTING***
Search out appropriate actors, acting styles, and valuable interview sources.

- Arrange auditions, screen tests, and readings for parts.
- Cast doubles, stunts, and understudies where necessary.
- Research characters by actors selected for the parts.
- Coordinate interviews.
- Write effective interview questions.
- Prepare release forms.

☐ **Objective C: *VISUALIZATION***
Plan the appearance of the filmed script.

- Scout out appropriate and workable locations.
- Create storyboards to define the visual interpretation of the script scene by scene.
- Design/construct the sets.
- Create needed scenic painting.
- Find or create props.
- Design/create wardrobe, makeup, hairstyles.

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- Plan and locate materials for visual effects and special effects.
- Plot obvious camera movements.

Standard 3 **PRODUCTION**
Students will orchestrate all teams, equipment, and sequences of the shoot.

☐ **Objective A: *DIRECTING***
Orchestrate the film making team.

- Choreograph the actors' positions and movements with the camera's movements.
- Coach performance and portrayal of character in relation to the story.
- Review the history of directorial styles.

☐ **Objective B: *REHEARSAL***
Practice coordinating team tasks.

- Refine characters.
- Develop characters' individual growth and relationships with each other.
- Troubleshoot and problem solve.

☐ **Objective C: *LIGHTING AND SOUND***
Light the sets to enhance the expression or art of the story and capture sound.

- Create mood through lighting.
- Create emphasis.
- Discover uses of ambient lighting and bouncing sources.
- Capture sound.

☐ **Objective D: *SHOOTING***
Record collective efforts on film/video.

- Pull all elements together and execute.
- Review and assess the dailies.
- Reshoot the pickups.

Standard 4 **POST-PRODUCTION**
Students will collect additional material, edit, and exhibit the film.

☐ **Objective A: *COLLECTING***
Collect additional materials to support the story line.

- Research available film and video archives.
- Shoot background and supporting sequences.
- Collect stills and documents.

☐ **Objective B: *EDITING***
Enhance the recorded footage.

- Arrange and cut scenes to enhance the telling of the story, tension, or continuity.
- Score music for mood and emphasis.
- Add sound effects, dubs, and quality control to the soundtrack for realism and clarity.
- Assess the efforts of editing by screening the modified film.

☐ **Objective C: *PROMOTION***
Promote a screening.

- Submit films to festival to assess audience reaction.
- Advertise film.
- Distribute film to public via theaters, Internet, and television.

FILM MAKING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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Visual Arts Achievement Portfolio

Commercial Art and Electronic Media

(VA 1250)

Practice Develops Confidence

_____ Student

_____ Art Teacher

_____ Parent

_____ School and District

Description of Commercial Art and Electronic Media

This course is for the High School Visual Arts Core Curriculum. CAEM is an overview of traditional art media and new electronic art media used in modern communications. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations II (VA 1200).*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)		**Film Making** (VA 1240)
Commercial Art and Electronic Media (VA 1250)		**3-D Design** (VA 1110)
Foundations I (VA 1100)	**Foundations II** (VA 1200)	**Drawing** (VA1140)
Printmaking (VA 1130)	**Sculpture** (VA 1230)	**Photography** (VA1170)
Painting (VA 1150)	**Ceramics** (VA 1220)	**Jewelry** (VA 1160)

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Commercial Art & Electronic Media — Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**
Students will assemble and create works of CAEM by manipulating art media and by organizing images with the elements and principles.

☐ **Objective A: Refine techniques and processes in a variety of media.**

- Experience and control a variety of CAEM media, including current arts-related technologies.
- Select and analyze the expressive potential of CAEM media, techniques, and processes.
- Practice safe and responsible use of CAEM media, equipment, and studio space.

☐ **Objective B: Create works of CAEM using art elements and principles.**

- Create expressive works of CAEM using art elements, including color relationships, line, and shape.
- Create expressive works of art using principles to organize the art elements, including composition, emphasis, and eye movement.

Standard 2 **PERCEIVING**
Students will find meaning by analyzing, criticizing, and evaluating works of CAEM.

☐ **Objective A: Critique works of CAEM.**

- Analyze CAEM regarding use of art elements and principles.
- Examine the functions of CAEM.
- Interpret works of CAEM.

☐ **Objective B: Evaluate works of CAEM.**

- Analyze and compare works of CAEM using a variety of aesthetic approaches.
- Evaluate works of CAEM based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**
Students will create meaning in CAEM.

☐ **Objective A: Create content in works of CAEM.**

- Identify subject matter, metaphor, themes, symbols, and content in works of CAEM.
- Create works of CAEM that effectively communicate subject

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matter, metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.

☐ **Objective B: Curate works of CAEM ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of CAEM selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING** Students will find meaning in works of CAEM through settings and other modes of learning.

☐ **Objective A: Align works of CAEM according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on works of CAEM.
- Evaluate own relationship with artworks from various periods in history.

☐ **Objective B: Synthesize CAEM works with other educational subjects.**

- Integrate CAEM with dance, music, and theater.
- Explore how CAEM can be integrated across disciplines.

☐ **Objective C: Evaluate the impact of CAEM on life outside of school.**

- Examine careers related to CAEM.
- Predict how CAEM can add quality to life and lifelong learning.

COMMERCIAL ART & ELECTRONIC MEDIA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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